

MACMILLAN

READERS



ARE LEADERS

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## A perfect pair

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READERS



ARE LEADERS



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# 1. Helping children to read

## Teacher and parent support tips

Nompilo needs new shoes. Together with her mother she goes shopping for shoes. But they both have very different ideas as to what shoes will be suitable for Nompilo!



### 1. Before you read

Before reading the story take some time to discuss the title and the picture on the cover. What does "A perfect pair" mean? A pair of what? What is a pair? Does the girl on the cover have on a perfect pair of shoes? Ask children to think about which shoe they think the girl prefers and which shoe they think the mother prefers? Why? Which would they prefer? Why?

### 2. Let's read

Begin reading the story. Read at a slow pace making sure to correctly pronounce each word. Read with expression, both in the voice and the face. This begins to model to children good oral reading. Discuss vocabulary and concepts that arise while reading the story. For example, discuss needs and wants, the meaning of the word suitable, and the names of the shoe shops – why were they so appropriate?



Nompilo needs some new shoes. None of her shoes fit any more. She is going shopping with her mother to buy some new shoes.

Nompilo knows what she wants. Her mother, Mrs Sibiya, knows what Nompilo needs.



Nompilo is going to her cousin's birthday party on Saturday. She wants to buy some party shoes. She wants some pretty shoes with high heels.

Mrs Sibiya wants to buy Nompilo some shoes that she can wear to school. Nompilo needs flat, black shoes for school.

3.

Nompilo and her mother get into the car and drive to the shopping mall.

“I know where we should go,” says Nompilo. “We should go to Good Sizes. They sell lots of nice shoes there.”

“Yes, they do,” says Mrs Sibiya.

Inside the shop, Nompilo looks at the shoes. There are lots of racks with flat black shoes, “I don’t want any of these shoes. They all look like school shoes!” thinks Nompilo. “I can’t wear them to the party.”

Then she sees some party shoes on a rack at the back of the store.



Mrs Sibiya takes a pair of black shoes off the rack. "These are just the right kind of shoes for Nompilo," thinks Mrs Sibiya. "Try these nice black shoes on, Nompilo," she says.

Nompilo doesn't think the black shoes are nice. But Mrs Sibiya insists that Nompilo tries on the black shoes. "Come on, Nompilo. Stop being difficult. Try these shoes on."

Nompilo puts her feet into the flat black shoes. "Ow!" she says, "these shoes are tight. I need some shoes that are looser."

But the shoes are not really too tight. They're just too flat, too black and too ugly for Nompilo!



5.

Nompilo takes off the black shoes. She walks over to the rack with the party shoes. She takes down a pair with high heels. “I want to try these on,” she says. Nompilo puts her feet into the high shoes and smiles. “Look, Mom, these fit perfectly! And they’re such nice shoes!”

Mrs Sibiya watches as Nompilo tries on the shoes with the high heels. She says, “You can’t have those shoes, Nompilo. The heels are too high. You can’t wear those shoes to school. You need black shoes with low heels that you can wear to school.”



Nompilo and her mother leave Good Sizes. They did not buy any shoes.

“We can go to True Treads,” says Mrs Sibiya. “They also sell shoes. I am sure we will find some suitable shoes there.”

Nompilo is not sure what suitable means, but she’s sure she won’t like suitable shoes.

Nompilo and her mother go into True Treads. Nompilo sees some pretty red shoes with high heels. She takes the red shoes off the shelf and tries them on.



“Oh please, Mom, let me have these shoes,” says Nompilo. “Nompilo, those are much too expensive. I only have enough money to buy you one pair of shoes, and you need shoes that you can wear to school,” says Mrs Sibiya.

7.

Mrs Sibiya finds another pair of flat black shoes for Nompilo to try on. "These are suitable shoes," says Mrs Sibiya.

"Oh no, Mom! Nobody wears shoes like these!" cries Nompilo. And now she thinks she knows what suitable means. Suitable shoes mean flat, ugly shoes!



Nompilo and her mother leave True Treads.

"Let's go to Walk Smart. Maybe they will have some suitable shoes there," says Mrs Sibiya.

"But I don't want suitable shoes," thinks Nompilo. "Nobody wears suitable shoes, especially not to a party!"

Nompilo and her mother walk through the crowds to Walk Smart. The shop is full of people. It is difficult to move about. It's difficult to see what is on the racks. All the shop assistants are busy helping other people.

Nompilo goes to the party shoe rack and takes down a pair of red party shoes with high heels.

"Oh yes! I like these. I want these!" thinks Nompilo. She finds a seat and sits down to try the red shoes on.

Mrs Sibiya goes to the suitable shoe rack and takes down a pair of flat black shoes. She takes them to where Nompilo is sitting. "Here, Nompilo, try these on."



9.

Nompilo quickly puts her right foot into one of the red party shoes. "It fits perfectly!" she says. Mrs Sibiya puts Nompilo's left foot into one of the low black shoes. "It fits perfectly," she says. "Aaah, Mom!" wails Nompilo. "Please don't make me have the ugly black shoes!"



Nompilo gets up and tries to walk in the two odd shoes. It is hard with one high shoe and one low shoe! Nompilo and her mother laugh.

"Please, Mom, I really want the high red shoes," begs Nompilo.

"But you really need the flat black shoes for school," says Mrs Sibiya.

Nompilo is feeling worried. “How can I go to the party wearing ugly black school shoes? I will feel stupid. I will look stupid. Everyone will laugh at me,” she thinks.

Mrs Sibiya is feeling tired. “Why is Nompilo being so difficult? She can’t wear high red shoes to school. The flat black shoes are fine. She can wear them to school and to the party!” thinks Mrs Sibiya.



At last, a shop assistant comes over to Nompilo and her mother. “Good morning. Can I help you?” she asks.

“Yes, please, I want these high red shoes,” says Nompilo.

“Yes, please, we want these black school shoes,” says Mrs Sibiya.

Nompilo and her mother look at each other and laugh. They spoke at exactly the same time!

11.

The shop assistant laughs too. "I think it's your lucky day," she says. "Maybe you can have them both. Today we are having a sale and everything is half price. So you can buy two pairs of shoes for the price of one!"

"Yes!" shouts Nompilo. "Thank you, thank you! Can we, Mom? Can we? Can we? Please?"

"Thank goodness!" says Mrs Sibiya. "We'll take both pairs then."

Nompilo skips to the till, Mrs Sibiya follows behind her, sighing with relief. She has enough money for both pairs of shoes.



On the way home, Nompilo says, "You know, Mom, flat black shoes are suitable for school. But high red shoes are suitable for a party!" Mrs Sibiya smiles and says, "Yes, Nompilo, I see you understand what suitable means."



### 3. After you read

After reading, get learners to recap the story in their own words. Then ask them questions about the story. For example, you can ask some or all of the following:

- Describe the main place where the story takes place.
- Who is the most important character? Why?
- What is the problem or conflict in the story? How is it solved?
- How did the story make you feel?
- Did the illustrations help to tell the story?
- Has anything that takes place in the story ever happened to you?

### 4. Curriculum connections

#### Perfect pairs

Hand out magazines or newspapers and get learners to find and cut out as many pairs of shoes as they can. Working in groups learners can paste the pictures of shoes onto a large piece of paper. They then need to discuss each pair of shoes in terms of what they are suitable for, and who is most likely to wear them. Finally, they can group the shoes into those that are “needs” and those that are “wants”.

#### THE perfect pair

Individually, get learners to write a short description of what their idea of a perfect pair of shoes is. They can describe them, explain why they think they're so perfect and finally draw a picture of them. Encourage creativity and imaginative thinking, for example, learners can describe a pair of shoes with wings on, which can take them anywhere in the world.

### 5. Assessment

#### Is the learner able to:

- Use a range of reading strategies, for example, make predictions and use contextual clues to find meaning
- Identify and comment on the central idea and the main characters of a fiction story

Use the Assessment Tasks above as a suggestion for an activity.

# Your "A perfect pair" word list

Use these words to add to your vocabulary.

English	Afrikaans	isiZulu	isiXhosa	Sesotho
new	nuut	okusha	ntsha	e ntjha
shoes	skoene	izicathulo	izihlangu	dieta
shopping	inkopies	ukuthenga	ukuthenga / ukushophisha	ho ya reka
(to) buy	(om te) koop	(uku) thenga	ukuthenga	(ho) reka
wants	behoeftes	izimfuno	iimfuno	tse lakatswang
needs	benodigdhede	izidingo	iimfuno	tse hlokehang
party shoes	partytjieskoene	izicaphulo zephathi	izihlangu zepati	dieta tsa moketjana

## What to do with your word list:

Once you have copied the words, together with the translations, into your word book, you are ready to have some fun with them. Here are some ideas:

- Write all the words onto small pieces of paper to make flashcards. Make the English words blue, Afrikaans words green, isiZulu words red, isiXhosa purple and Sesotho orange. Mix them all up. Now match the words and translations.
- Pick up a word from the pile and think of a sentence using the word. Write it down in your workbook.

**Play a game: Toss it** – This is a game for 2 to 4 players. Place all or selected flashcards from the words above on the floor face up. Children take turns to toss a coin, counter or a beanbag onto a word and then read that word. They must then use it in a sentence, showing its meaning.



## Fluency tips for children, parents and teachers

**Fluency is the ability to read a text correctly and quickly. How do you improve a child's fluency? Let's find out a little more.**

The key elements to fluent reading are **expression** (intonation and stress), **accuracy** and **rate**. **Accuracy** is the ability to read the words without any errors or omissions and rate is the words per minute or the pace of reading.

Here are three techniques that can be used to help maintain and develop a child's reading fluency:

- **Choral reading** – the adult and child read aloud together. If the child has difficulty keeping up, they can follow along and participate where they can, and still hear the text being read accurately and at a good pace and with expression. Children can be encouraged to use a marker or finger to follow along in the text as they read.
- **Cloze reading** – this is similar to choral reading, except that the adult does most of the oral reading while the child reads along silently. Once or twice every few sentences, the adult omits an important word, not just a simple sight word, and the child's job is to read it aloud without breaking pace.
- **Paired reading** – this is when the child reads to another child. Usually it is best to pair a stronger reader with a mid-level or weaker reader (but not such a large gap that could cause humiliation or embarrassment). The stronger reader can read first, providing a model of fluent reading. Then the less fluent reader reads the same text out loud. The stronger reader can help with word recognition and provide encouragement.

All of the above techniques can be used with readers at any grade level, at home or at school, with small or large groups and with a variety of reading materials.

ENGLISH

AFRIKAANS

ISIXHOSA

ISIZULU

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